

Common Core Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

College and Career Readiness (CCR) Anchor Standard	Standard: RL.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<p><u>Questions to Focus Learning</u></p> <p>How does an author reveal meaning in a text? Why is it important to understand what is not explicitly stated in a text?</p> <p>Skilled readers will refer to specific evidence throughout a text to show how an author reveals meaning in a text.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Reasoning Targets</i></p> <ul style="list-style-type: none"> a. I can draw inferences from literary text to make and support an analysis that goes beyond the obvious by using strong and thorough evidence gathered from reading. b. I can support my conclusions with explicit and implicit textual evidence. c. I can synthesize evidence collected from the text to best support my conclusions. <p><u>Vocabulary</u></p> <p>Explicit: clear and specifically expressed. Implicit: understood though not directly expressed. Inference: an assumption based on evidence and reasoning (The Norton Introduction to Literature, 2010). Synthesize: to form by bringing together separate parts (The Norton Introduction to Literature, 2010). Textual evidence: evidence or support for a position derived from the text itself. Examples of textual evidence are quotations, paraphrase, and summary (The Norton Introduction to Literature, 2010).</p> <p><u>Teacher Tips</u></p> <p>Great Gatsby - Resources and analysis of the Great Gatsby via the rhetorical lens. Inquiry based learning - Model discussion and lesson plan on teaching students how to really analyze and connect with text. Thinking notes - Excellent example showing students how to connect with text and create effective annotations.</p>

	<p><u>Vertical Progression</u></p> <p>RL.K.1 - With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.1.1 - Ask and answer questions about key details in a text.</p> <p>RL.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>
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The above information and more can be accessed for free on the [Wiki-Teacher](#) website.

Direct link for this standard: [RL.9-10.1](#)